

## Grade 4: U.S. Studies to 1877

### Charles Pinckney National Historic Site

The purpose of this document is to help educators see the relationship between the state learning results and the information presented at the Charles Pinckney National Historic Site. The learning result is on the left and the connection is on the right.

#### I. Time, Continuity, and Change: History

(4.1) The student should demonstrate an understanding of the major developments in the history of the United States from the earliest human settlements through Reconstruction. He/She should be able to:

(4.1.4) Recall the reasons for the voluntary/involuntary settling of North America by Europeans and Africans.

(4.1.5) Compare and contrast the lives of European, African and North American families in the various regions in colonial times.

(4.1.6) Identify the developments, major events, and notable figures involved in the separation of the thirteen colonies from England.

(4.1.7.) Describe the key events and effects of the American Revolution on the new country.

(4.1.8.) Describe the development of the U.S. Constitution and explain its significance.

(4.1.9) Identify the framers of the constitution and the roles they played in framing the Constitution.

(4.1.15) Compare and contrast the ways of life in the North and South.

The learning results for Time, Continuity and Change: History are well met at the Pinckney Homestead. When established by the National Park Service, one goal stated is, "...present the history of the United States as a young Nation." Another goal is to "...provide the interpretation of the life of Charles Pinckney."

(4.1.4) Establishment of trade; use of slaves to work rice, indigo and cotton fields

(4.1.5) This site provides a good insight into life and work on a southern plantation, an agricultural community of a wealthy family worked by slaves. This is a contrast to industrial areas and the many poorer farmers in the area.

(4.1.6) Charles Pinckney and his father, another Charles, were involved in local, state and national politics/government.

(4.1.7) Charles Pinckney participated in the evolving government of the new country. He was a representative to the Continental Congress, made suggestions for the Constitution (The Pinckney Draught), and signed the Constitution.

(4.1.8) See above

(4.1.9) See above; The three other representatives to the Constitutional Convention from South Carolina were John Rutledge, Charles Cotesworth Pinckney and Pierce Butler.

(4.1.15) See (4.1.5) above

#### II. Power, Authority, and Governance: Government/Political Science

(4.3) The student should demonstrate an understanding of the foundations of American democracy, including its basic principles and foundations of the American political system. He/She should be able to:

(4.3.3) Identify historical figures who shaped the values and principles of an American democracy.

The learning results of Power, Authority, and Governance: Government/Political Science are met due to Charles Pinckney's involvement in the government/politics of his time, as well as the other South Carolina representatives to the Constitutional Convention and signing the Declaration of Independence.

(4.4) The students should demonstrate an understanding of the role of the U.S. Constitution in American democracy, including ways in which the U.S. government embodies the purposes, values, and principles of American democracy. He/She should be able to:

(4.4.1) Explain what the U.S. Constitution is and explain why it is important.

(4.4.2) Express what the national government does and how it protects individual rights and promotes the common good.

(4.4.1) Charles Pinckney's participation in creating the U.S. Constitution should help students understand this concept within its time frame.

(4.4.2) See above.

### III. People, Places and Environments: Geography

(4.7) The student should demonstrate an understanding of places and regions. He/She should be able to:

(4.7.1) Explain the concept of region with unifying geographic characteristics.

(4.7.2) Compare and contrast regions.

The People, Places and Environments: Geography learning results are enhanced by a visit to the Charles Pinckney Homestead.

(4.7.1) This site is in lowland country on a coastal plain with lots of wet lands.

(4.7.2) This region of South Carolina can be compared to inland regions of the state.

(4.9) The student should demonstrate an understanding of the role of human systems in the United States. He/She should be able to:

(4.9.1) Compare the causes and effects of human migration in the United States.

(4.9.2) Analyze settlement patterns to explain why people settled in various areas.

(4.9.1) Native Americans, (Who owns the land?) and the use of African slaves for labor on the plantations.

(4.9.2) This is an opportunity to focus on the importance of ports and other waterways as an influence on where people settled.

(4.10) The student should demonstrate an understanding of the uses of geography. He/She should be able to :

(4.10.1) Examine how peoples' perceptions of environments have influenced human migration and settlement.

(4.10.2) Explain how physical and human characteristics of places influenced human migration and settlement.

(4.10.1) The colonies were established for trade and the Pinckneys were able to grow crops for that purpose. Also, people in the West Indies migrated here because of a similar climate.

(4.10.2) The Pinckney farm relied heavily on the rice growing skills of their African slaves.

### IV. Production, Distribution, and Consumption: Economics

(4.14) The student should demonstrate an understanding of the principles of trade and economic development. He/She should be able to:

(4.14.1) Define trade and its benefits.

(4.14.2) Define imports and exports and give examples of each.

(4.14.3) Discuss how imports and exports influence interdependence among nations and regions.

The section Production, Distribution and Consumption: Economics is addressed at the Pinckney site because they family was involved in the rice trade. Another relative, Eliza Lucas Pinckney, worked hard to have an indigo plant that was successful growing in this climate and eventually was a source of income. Since the family didn't produce all the goods they used, they would have to buy from other tradesmen in the area, or from Europe. The latter may have been a choice for articles that fit their landed gentry status.

## V. English: Listening

The student will listen to oral presentations and reports.

1. Use subject related information and vocabulary.
2. Listen and record information.
3. Demonstrate active listening skills and respond appropriately and accurately to oral information.

The English: and listening to the introductory video. If a Park Ranger or Volunteer is present, they can enhance your visit with more information and answer questions.

## VI. Life Science

Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms.

1. Describe changes in the environment caused by humans.
2. Infer the impact of agricultural technology (e.g. air and water pollution and improved crop yield) on society and the environment.

The Life Science learning results are addressed also.

1. Only 28 acres of the original 712 acre farm are owned by the National Park Service. The housing with Snee Farm signs on it along Long Point Road is on former Snee Farm property. What happened to the wildlife that once lived here?
2. During the time Charles Pinckney lived here, there was very little technology that affected farming. It was too early for the cotton gin. Did pesticides exist then?